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PROGRESS AND PROSPECT, A SUMMARY OF THE PROCEEDINGS OF THE  
SECOND ANNUAL CONFERENCE OF THE COUNCIL ON LIBRARY TECHNOLOGY  
(TOLEDO, MAY 23-25, 1968).

BY- HECKART, RHUA, ED.  
COUNCIL ON LIBRARY TECHNOLOGY

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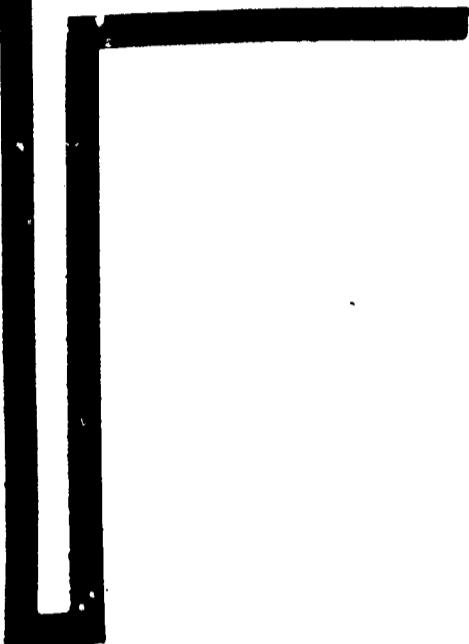
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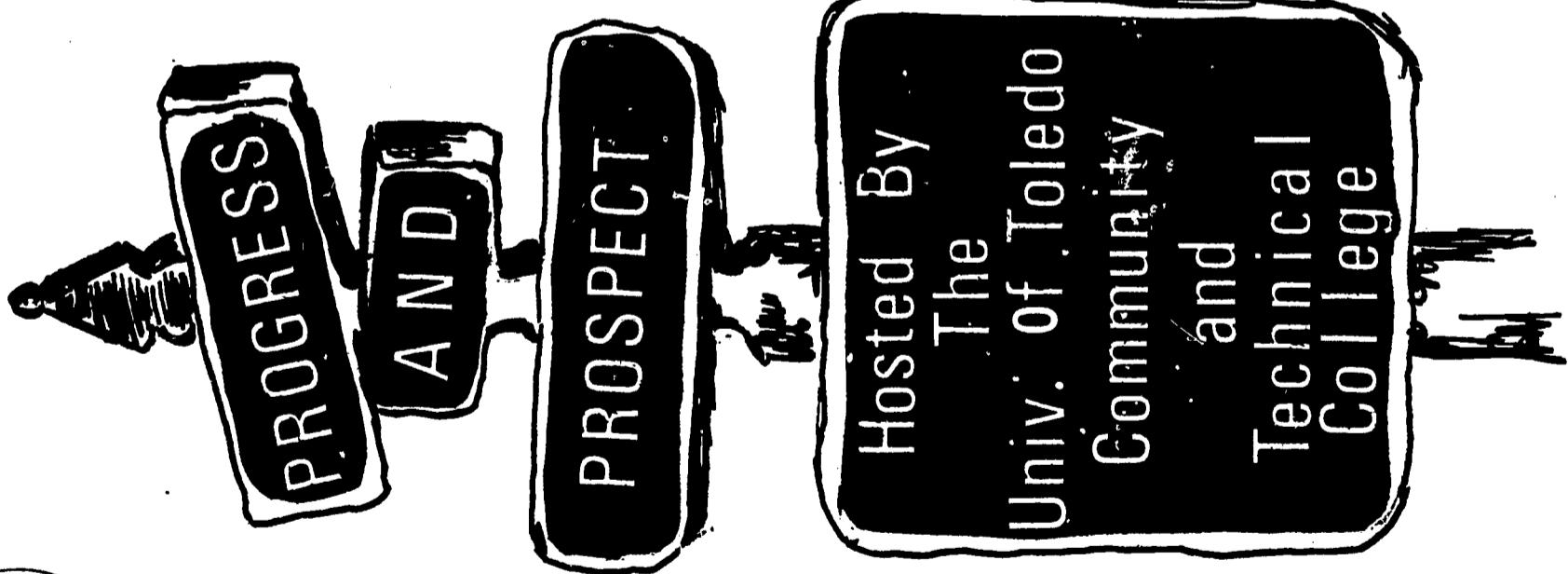
INCLUDED IN THESE PROCEEDINGS ARE SUMMARIES OF THE  
SPEECHES, PANELS, AND GROUP DISCUSSIONS PRESENTED AT THE  
CONFERENCE HOSTED BY THE UNIVERSITY OF TOLEDO COMMUNITY AND  
TECHNICAL COLLEGE. THE TOPICS COVERED INCLUDE--(1) HISTORY  
AND BACKGROUND ON THE DEVELOPMENT OF THE COUNCIL ON LIBRARY  
TECHNOLOGY, (2) THE TECHNOLOGICAL GAP IN TODAY'S SOCIETY, (3)  
PIONEERING A LIBRARY TECHNICAL AIDE PROGRAM, (4) THE SAN  
FRANCISCO, CHICAGO, AND BALTIMORE CONFERENCES, (5) NATIONAL  
DEVELOPMENTS IN THE AREA OF LIBRARY TECHNOLOGY, (6) THE  
CANADIAN PROGRAM, (7) THE POSITIONS OF THE AMERICAN LIBRARY  
ASSOCIATION AND THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES,  
(8) THE CURRICULUM (9) PUBLICITY AND RECRUITMENT, (10) THE  
EMPLOYMENT OF TECHNICIANS, AND (11) THE TEX TEC PROJECT. ALSO  
INCLUDED IS A SUMMARY OF THE COUNCIL OF LIBRARY TECHNOLOGY'S  
BUSINESS MEETING. (JB)

Library Technical Slick  
Training Proceedings

Second Annual Conference of the  
Council on Library Technology



May 23-25, 1968  
toledo, ohio



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PROGRESS AND PROSPECT

A Summary of the Proceedings of the Second Annual Conference of the

Council on Library Technology

Toledo, Ohio

May 23-25, 1968

EDITORS NOTE:

On behalf of the Council on Library Technology, I would like to express appreciation to the speakers whose presentations contributed so greatly to the success of this conference.

Published by the Council on  
Library Technology

In regard to the summaries of the speeches given, it should be noted that most of the presentations were transcribed from tapes which were not always completely clear. In any event, something is always lost in summarization, and while I have tried to present the most significant thoughts of the speakers, there may be important omissions or even misconstructions. To the extent that this may be true, I offer my personal apologies to the speakers.

Edited by Rhua Heckart

Cover illustration by Chris Abbott

The Editor.

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A REPORT ON THE PROCEEDINGS

OF THE SECOND NATIONAL CONFERENCE OF THE  
COUNCIL ON LIBRARY TECHNOLOGY

TOLEDO, OHIO

MAY 23-25, 1968

BACKGROUND

In May, 1967, forty-eight persons from the United States and Canada came together to exchange ideas regarding library technician training programs. Out of the meeting an organization evolved known as the Council on Library Technology. This organization established several objectives to be met:

1. To open lines of communication between persons and institutions offering technical aide training programs.
2. To develop recommendations for a core curriculum reflecting courses which should be offered in all programs so that specified knowledge and performance levels could be established for all programs.
3. To define the role of the library technician as it relates to job responsibilities in all libraries.
4. To discuss problems of recruitment and testing of applicants for admission to the programs.
5. To discuss employment problems and recommend salary schedules applicable to graduates of the programs.
6. To work with the A.L.A. in an effort to identify the job classification and criteria for training and employment at the paraprofessional level in the library.

In order to begin meeting the specified objectives as outlined above, a two-day workshop was held in Baltimore, Maryland in October, 1967. The workshop was attended by representatives of institutions in both the United States and Canada.

The accomplishments of this workshop were as follows:

1. The definition of the library technician as a person who can and should fill a much needed gap in overall

library operation. He is to operate as a semi-professional, handling and supervising all operations that do not require professional judgment and in-depth specialization: Clerical routines, general reference work, acquisition procedures (but not selection), circulation routines and records, cataloging processes that do not involve professional decision making or descriptive analysis, a thorough knowledge in the operation of all equipment, including projectors, reproduction equipment and punched card systems, and the ability to supervise and train staff for the task of maintaining and preserving the total library collection.

2. The recommendation that the following six areas could constitute the core program and that specific behavioral objectives for every course in the core program should be developed: History and vocabulary, Cataloging, Acquisitions, Reference, Public Service to include publicity and library conservation; Media preparation, utilization and maintenance of both materials and equipment. In addition, the percentage of the total program that should be devoted to academic, related and technical courses was discussed, but no set figures were determined at this time.
3. The recommendation that institutions work closely with local advisory committees in order to meet community needs while maintaining national standards. A close contact with advisory committees would also help in identifying problems and resolving questions before they become insurmountable.

4. The recommendation that a qualifying examination and minimum standards should be developed for admittance to the program.
5. The establishment of a committee to work on job definitions and requirements for placement in various types of libraries.
6. The establishment of a research committee to study salary schedules in effect in libraries employing library technical aides and to work toward establishing realistic salary schedule recommendations. The final session resulted in the designation of a committee to work on a constitution and guidelines for structuring the organization. The participants recommended that a newsletter be instituted and distributed to all members on a quarterly basis.

At the first conference in Chicago, the participants indicated the desire for two workshop conferences to be held prior to the next annual meeting; one on the West coast and one on the East coast so that all persons involved or interested in the Library Technical Aide training programs might have an opportunity to participate. Mrs. Aline Wisdom worked with the California State Department of Education and the University of San Francisco on a conference sponsored by these agencies in January, 1968. Several areas of concern were explored and defined in this workshop:

1. The need for trained staff to fill the rapidly growing job crisis in the library field.
2. The need to define the Library Technical Assistant by stating behavioral expectations in terms of the duties and tasks of the job.
3. Devise a "core" curriculum using stated objectives for each course.
4. Construct a syllabi for the "core" curriculum using stated objectives for each course.
5. Construct a test similar to the College Entrance Examination that can be used at entry and/or completion of the program.

Speakers at this workshop emphasized the following points:

1. The Library Technician needs to be trained beyond clerical work and in skills unique to library work. This semi-professional training should take place on the junior college level while the education of professional librarians needs to be elevated at the graduate level.
2. Standards should be set both statewide and nationwide so that all graduates of the two-year programs have the same basic education and skills.
3. There is a growing need for the semi-professional in school, special and public libraries.
4. The advisory committee must play an active role in the areas of curriculum development, work experience and job placement.
5. The training of the technician should reflect the actual needs of the prospective library employer.
6. Technicians should be capable of supervising clerical staff but it should be remembered that they are semi-professionals and must not be asked to accept professional responsibilities.
7. The need for action type research related to curriculum development and evaluation of new programs was stressed.

Mary E. DeNure, Proceedings (preliminary draft) of the Workshop on Library Technical Aide Training co-sponsored by the California Department of Education and the University of San Francisco, Jan. 18-19, 1968.

The following program was organized and presented at the Second Annual Conference of the Council on Library Technology, Toledo, Ohio, May 23-25, 1968.

## Second General Session - Continued

## SYMPOSIUM

First General Session Thurs., May, 23, 1968 7:30 P.M. The State of the Program: United States and Canada

Presiding	Mrs. Rhua Heckart, Coordinator Library Technical Aide Program The University of Toledo Community and Technical College Toledo, Ohio	Speakers Mrs. Aline Wisdom, Librarian Citrus College Azusa, California
Welcome	Dr. William S. Carlson, President The University of Toledo Toledo, Ohio	John Nicholson, Director Library Technology Program Catonsville Community College Baltimore, Maryland
Speaker	The Honorable William Ensign, Mayor The City of Toledo, Ohio	"A Year in Retrospect: The Chicago Conference, The Baltimore Conference, The San Francisco Conference"
	"The Technological Gap in Today's Society"	Speaker Mrs. Dorothy Deininger, Assoc. Prof. Graduate School of Library Service Rutgers University New Brunswick, New Jersey
	Second General Session Friday, May, 24, 1968 9:00 A.M.	"On the National Scene"
Presiding	Mrs. Dorothy T. Johnson, Ass't Prof. Library Technology Cuyahoga Community College Cleveland, Ohio	Speaker Victor Whatton, Curriculum Supervisor Ontario Department of Education Toronto, Ontario Canada
Speaker	Dr. Newton C. Roché, Dean University Community and Technical Col. The University of Toledo Toledo, Ohio	"The Canadian Program"
	"Pioneering A Library Technical Aide Program"	

Third General Session Friday., May 24, 1968 2:00 P.M.

Presiding	Richard Powdrell, Director Library Services New York State Agricultural and Technical College Farmingdale, New York	Speaker	Mrs. Rhua Heckart, Coordinator Library Technical Aide Program The University of Toledo Community and Technical College
Panel Discussion	"Kissing Cousins or Strangers" A panel discussion of the desirable and/or existing relationship between professional and paraprofessional library education programs.	Speaker	"Representing the Library Technical Aide Program"
		Presiding	Mrs. DeLois Allen, Director Library Technical Aide Program Polk Junior College Winter Haven, Florida
		Speaker	"The Need and the Curriculum"
		Presiding	Mrs. Suzanne Gill, Asst. Professor Library Technical Aide Program The University of Toledo Community and Technical College
		Speaker	"Publicity and Recruiting of Students"
		Presiding	John Nicholson, Director Library Technology Program Catonsville Community College Baltimore, Maryland
		Speaker	"Selling the Graduates-Placement and Status"
		Speaker	"Representing the Professional Library Education Program"

Master of Ceremonies

Patrick Barkey, Director  
University Libraries  
The University of Toledo  
Toledo, Ohio

"Welcoming Address"

Dr. William Carlson, in his welcoming address referred to the abundance of reports and statistics evidencing the critical manpower shortage in libraries throughout the nation.

**Speaker** John Sherrod, Librarian  
United States Department of Agriculture  
Washington, D.C.

**Speaker** John Martinson, Director  
Communication Service Corporation  
Washington, D.C.

"The Tex-Tec Project"

**Business Meeting** Sat., May 25, 1968 9:00 A.M.

**Committee Reports:**

Constitution Committee-presentation of  
Nominations Committee of 1968-1969  
slate for officers of  
Executive Committee-plans for the  
future.

**New Business**

**Adjournment**

A breakdown of the attendance at the conference reveals increasing national and international interest in Library Technical Aide Training Programs. Representatives came to the conference from 18 states, Puerto Rico, and two Canadian provinces. A total of 80 persons were in attendance.

He emphasized that a whole new era of information handling techniques and equipment is rapidly coming into view. Librarians must be ready and willing to accept legitimate change and to adapt themselves to the new by assuming new identities if necessary. The solutions to the problem of "information explosion" will not be easy to implement and will certainly require a rethinking of time-honored library routines and job definitions.

"The Technological Gap in Today's Society"

The presentation made by Mayor Ensign made several points in regard to the crises in manpower at the technical level. He stated a well known concept that there are not enough professionals to go around in most of the professions today. There is a large gap which exists between clerical and professional responsibilities. The current rate of educating professionals is not keeping pace with present supply and demand. We are losing ground even here, to say nothing of filling the middle gap that exists. The use of the paraprofessional will have to be the solution to the manpower shortage which exists in all professions. There are most certainly job responsibilities which are definitely professional, also those which are strictly clerical and it is just as realistic to accept the fact that there are responsibilities which cannot be handled by clericals, should not be forced on already overburdened professionals, and must be handled by trained paraprofessionals if there is to be efficiency and experts in any organization whether it be a library, a social agency, hospital, or whatever.

## "Pioneering a Library Technical Aide Program"

Dr. Rochte in his presentation indicated that there are at least two major factors contributing to the growth of paraprofessional programs. He referred to several recent studies pointing out that by sometime in the 1970's, 18% of the jobs in the labor force will be handled by professionals, 50% of the jobs will be those that can be handled by trained para-professionals, 26% by skilled workers from apprenticeship training programs and 6% by unskilled workers. This trend in the labor market is partially responsible for the growing enrollment in two-year college and two-year associate degree programs. The paraprofessional program is the level where the action is today in terms of the demand by present and future employers. This is the big gap which our country has not yet begun to fill.

The second factor he refers to as the "normal curve of distribution." Within our society, there is a normal curve of distribution in regard to aptitudes and abilities. The bulk of our population or 50% fall in the I.Q. range of 90-120, while only 18% are above 120. As a result, we can readily see the implications this has in terms of paraprofessional training.

It would be wise to think in terms of training technicians to become a part of the manpower team composed of the professional, trained paraprofessional, and clerical staff working together for maximum production and efficiency.

In order to organize a good library technical aide program, it is necessary to begin first with an enthusiastic advisory committee comprised of knowledgeable and open minded professionals who can help to define the curriculum. Paraprofessional training is a new concept, therefore, those of us who are professionals must be flexible in our thinking regarding changes that are happening, and in defining new positions and job responsibilities.

In conclusion, he suggested ideas to keep in mind when developing the library technical aide program.

1. Involve openminded experts in advisory committee capacity.

2. Think in terms of keeping the two year programs open ended, to provide the student with mobility to continue or transfer to a baccalaureate college to continue their education with a minimum loss of time if they are able and so inclined.
3. Paraprofessional programs should have their own staff and their own integrity.
4. Here's a directo: who really believes in the paraprofessional library technical aide program and is willing to spend the time and energy required to build a good program.

## "The California Conference"

Mrs. Aline Wisdom presented a brief summary of the California conference highlighting the major outcomes. She stated that recognition of these programs must come in four ways:

1. Recognition from those people involved in junior college work; librarians directing or teaching in the programs.
2. Recognition from the personnel department of the school districts and city and county governments who would be in a position to hire the graduates.
3. Recognition from those responsible for issuing credentials and setting up standards in the state departments of education.
4. Recognition from our existing professional organizations.

In summary, the San Francisco conference did much to help everyone who participated in evaluation and strengthening their own programs, as well as providing a sense of direction to institutions who are just launching new programs. It is hoped that the personnel departments responsible for hiring technicians will become aware of what is being done in two-year training programs, and that the division of the state departments of education responsible for standards can give emphasis along with proper recognition to those who complete the library

technical aide programs. Hopefully, effective channels of communication will develop so that the American Library Association can and will accept this proof of our labor in the area of technician training as contributing significantly to professional librarianship.

#### "The Chicago and Baltimore Conferences"

John Nicholson briefly summarized the proceedings and outcomes of the conferences held in Chicago, May, 1967 and in Baltimore, October, 1967. He emphasized the importance of associating ourselves with the recommendations and standards which the American Library Association will promote. Within our own group we must be careful to define our terms and to stick by those definitions. By so doing, it will become increasingly easier for the library technicians to find and assume their respective positions in the library. It is apparent in many instances that librarians themselves do not have a clear perspective of job definitions within their own libraries.

The professional librarians need to define both their own roles and the responsibilities of the paraprofessional and then stick to these definitions. Put the technician in a job where he can do his work, and do it well. Don't let him do professional work, if you know what professional work is, and don't make the professionals do the work of technicians.

Patterns of consistency are now beginning to develop in all of our programs and we are showing positive signs of developing a highly useful and productive kind of educational program.

#### "On the National Scene"

Mrs. Dorothy Deininger, in summarizing the happenings of the past year, referred to the many developments on the national scene which contributed to both the progress and prospect of library technical assistant training.

The year began with a blast at the whole concept of library technicians that was heard around the professional world in the Library Journal. This negative approach under the title "Instant Librarians", was presented by Mr. Samuel Sass at a meeting of the Special Libraries Association.

A positive approach, was an effort by the American Library Association at its 1967 conference in San Francisco, to feature manpower problems. Studies compiled for this conference brought together valuable information on personnel practices and discussions focused attention on the need for concerted attacks on various aspects of manpower for libraries.

This set the stage for many developments that have taken place during the year. An ad hoc committee on manpower problems was appointed by President Mohrhart to evaluate and plan for future action. The recommendations of that committee have now been referred to various divisions with a call for action and further effort on the part of the American Library Association. Of principal interest is the fact that the American Library Association is making a continuing effort to try to redefine library goals and identify positions through task analysis and job classification; to identify the problem that comes from resistance to change to new ideas about manpower utilization and related problems that may be felt in the profession; and an attempt to educate librarians in general to receive the library technical assistant idea.

Perhaps the most important action that occurred during the year was the joint acceptance by the Library Education and Library Administration divisions of the American Library Association of the report published in the American Library Association Bulletin, April, 1968, "The Subprofessional or Technical Assistant, a Statement of Definition. Many modifications of this report may be required but at least a beginning has been made. Dr. Robert Booth is chairman of a committee that is carrying on the task of trying to develop guidelines for library technical assistant programs. A preliminary report of this committee will be published in the Library Education Division Newsletter that is due to come out before the June conference of the American Library Association.

Statistics about the number of students and graduates of existing library technical aide programs will soon be available in printed form from the American Library Association. This material was gathered through a survey of library and information science education programs undertaken jointly by the School of Library and Information Service of the University of Wisconsin and

Some basic research on library manpower is worthy of note.

1. The Maryland School of Library Information Services Manpower Project is a basic research assault on manpower for library information development.

2. In the school library field, the "New Standards for School Media Programs" have defined a place for a variety of technical assistants.

3. The School Library Manpower Project of the American Association of School Librarians will undertake a re-evaluation of school libraries and the education of school librarians.

4. The Department of AudioVisual Instruction of the National Education Association is planning a research proposal for a manpower study that will emphasize technical and paraprofessional skills.

5. The Federal Library Service Community has recently circulated a questionnaire in an attempt to evaluate civil service qualifications and position classification standards for the federal library technicians.

Mrs. Deininger urged that an effort be made to describe typical or sample positions for various categories of library technical assistants in an effort to gain national recognition for graduates. In planning programs, she concluded, be sure there is a need and a job for the graduates.

#### "The Canadian Program"

Mr. Victor Whatton began his presentation with statistics showing the rapid development of two year colleges in the province of Ontario. From September 1, 1967 to the end of November, 1967, nineteen colleges of applied arts and technology were begun on 26 campuses. Community college development in Ontario is a concern of the Department of Education which feels that the proper place for paraprofessional training is in the community college.

In the twenty colleges that are now in existence, five new library technician programs have been instituted in addition to the two started several years ago.

Two years ago, an ad hoc committee was formed composed of members of the Fine Arts and Technology Branch of the department of education, representatives of professional library organizations and other professional librarians in Ontario. This committee drew up a "core program" for library technician training to be instituted in the colleges of applied arts and technology.

It was felt that more liberal education is necessary in community college programs. As a result, the committee recommended that the programs be designed to include 50 percent general or liberal studies and 50 percent library science subjects. This "core program" was sent to the colleges and has been the basis for the development of the five new library technician aide programs.

During and subsequent to this committee work, the Canadian Library Association and the Ontario Library Association were forming committees on this particular subject. Recent surveys show that the recommendations of both of these professional organizations are pretty well incorporated into the library technician programs in Ontario.

Ontario does not envisage it's colleges of applied arts and technology as transfer colleges. They are, in a broad concept, community colleges dealing with programs of study that take anywhere from six weeks to three years to complete with varying levels of prerequisites for entrance.

The library technician is a unique being, coming from a unique program of study with a director that does not belong to any other institution and a staff concerned uniquely with the courses related to the program.

The province of Quebec is now in the process of instituting a series of post-secondary colleges, largely non-university orientated as in Ontario. However, the colleges in Quebec are set up in such a way that they can in effect, be a transfer point between the secondary school and university. This could create a problem in that the paraprofessional programs might lose some of their unique identity where this situation exists.

In a recent meeting in Toronto between members of the professional organizations and heads of the library technician programs in our colleges, there began to develop a real understanding. While there are imperfections to be worked out, it is obvious that any resistance to the concept of the library technician is gradually evaporating. More professionals are accepting the idea of the paraprofessional as a member of the library manpower team who will enhance rather than detract from their own professional status.

### THIRD SESSION:

#### Panel: "Kissing Cousins or Strangers"

The American Library Association.

Dr. Lester Asheim, who undertook to explain the present position of the American Library Association in regard to training courses for library assistants in junior colleges, noted that there is no official A.L.A. position at present. He said that the last official statement of the Library Education Division in 1965 discouraged such training. However, there is evidence now that leaders in library education may be rethinking that position.

While he conceded that the theory behind the use of library aides is sound, he expressed the opinion that many of the objections to the training of library technicians in 1965 are still valid. He did not question the need for a supporting staff in libraries; but noted that "the question is at what level are they needed and what kind of preparation should they have."

He said that his equivalent of advisory committees is feed-back from librarians in the field. The librarians, he said, "continually stress the need for general education and their preference is for four-year college graduates over two-year graduates even for a sub-professional position." They would rather have a four-year graduate with no training whatsoever than a two-year graduate with some basic library skills.

Mr. Asheim expressed great concern about whether the two year colleges are not training library technicians for whom no appropriate jobs will be available, and he raised the

question as to whether the directors of such training programs are being honest or fair with their prospective students. He noted that in many large library organizations there is no provision for a job category such as two-year technicians would be prepared for.

Until more information is available about the placement and careers of the two-year graduates, professional librarians will continue to fear that such technicians will be hired by libraries too poor to afford professional staff in positions which call upon them to function as "cheap substitutes" for librarians.

Mr. Asheim stated that his own preference is for technicians "with a special rather than a general skill," a skill that might be useful in many kinds of institutions, not just libraries. He recognized, however, that such persons do not solve the problem of the "small one man public or school library too small to hire a professional staff."

He concluded that he favors a sub-professional staff and a broader range of classifications. He suggested that two appropriate levels might be the technical aide at the two-year level and a "pre-professional library assistant" at the four-year level.

The Professional Library Education Program.

In rapid fire order, Dr. Robert Booth expressed the following opinions:

Junior college library training programs should provide visibility for their graduates. The programs are seen, but where are the graduates? People would like to hear from a person who had actually graduated from such a program. Also, the professional librarians who have had experience with hiring such aides should speak up.

Professional library schools should not grant credit or exemption from courses on the basis of courses taken in Library Training Aide programs.

There are several training ports to library technical assistant programs and community colleges represent only one. Community colleges have not and need not expect to have a monopoly on Library Technical Aide programs. The Association of Research Libraries wants to set up its own training programs for technicians.

Well qualified faculty are hard to find and hard to keep, even in the American Library Association accredited library schools. That being the case, who that is qualified will be willing to teach in a library technical assistant program? If the Library Technical Aide programs are getting the kind of people they should have, then they are competing with the professional library schools.

Community college libraries on the average are small. The community college library is really an extension of the secondary school library. No program for training library technical assistants should be started until the library of the community college meets the ALA standards for junior college libraries in terms of space, size of collection, organization of materials, staff, and other minimum standards which directly influence the quality of the program.

#### The American Association of Junior Colleges.

Richard DuCote, representing the American Association of Junior Colleges, stated that higher education is characterized today by rapid change and that great and varied demands are placed upon the community colleges. One need is for the clarification of the roles of the graduates.

Emphasizing that professional library training programs and junior college library technician programs have a common need and inter-dependence because of the terrific and mounting deficit of library personnel, he expressed the belief that what confusion and dissension exists today could be eliminated by the clarification of the roles or functions of the various types or levels of library personnel. Quoting from the vague position classification by the American Library Association in 1951, he noted that little progress had been made in the last twenty years towards clarifying professional and paraprofessional roles and functions.

He advocated the formation of a national task force to solve the problem of clearer classification of personnel roles in libraries. A lot of the spade work has been done recently in the Interdivisional Ad Hoc Committee of the Library Education Division and the Library Administration Division of the American Library Association.

He stressed that the role of the librarian is changing and that professional librarians are becoming more and more administrators rather than the traditional keeper of books. One development he noted, is the trend for librarians to become directors of instructional resources, administering both the library and audio-visual services. The ultimate end for some librarians may be a position as "Vice President for Instructional Services," integrating library services, audio-visual services, and dial access systems or media labs as well as television, radio, publications, and other attendant services.

The changing role of the professional librarian indicates an increasing need for supporting staff for that librarian.

The major reasons for the confusion that exists between the interdependent roles of the professional and paraprofessional programs are: 1) Professional librarians simply do not understand the difference between technical training and professional education; 2) It is not understood that on-the-job training is both expensive and wasteful; and 3) The junior colleges are not doing an effective job of structuring their curricula. He particularly emphasized that technical library training should not be just watered down graduate library education.

In conclusion, he stressed the role of the advisory committee especially in regard to devising a curriculum which will meet the needs of the local community.

Mrs. Rhua Heckart responded to comments from members of the panel and to some questions from the floor. She upheld the value of library technicians and expressed the opinion that "a properly trained library aide working in a library can do nothing but upgrade the entire library profession." Librarians may have come to be considered "keepers of the books," because, in the absence of adequate support personnel, the librarian had to become a clerical worker doing clerical jobs instead of concerning himself with the administration and supervision of the library.

In response to questions in regard to statistics concerning library aide graduates, she noted that most of the Library Technical Aide programs are as yet too new and small for the statistics to have much significance, however, those concerned with library aide programs must know what is happening to their graduates and that statistics must be forthcoming.

In respect to the continuing question of defining the role of the library technician, Mrs. Heckart noted that it is imperative to reexamine and define the role of the professional librarian. When that is adequately done, it will be easier to establish the function of the paraprofessional library technician. "Many of the other professions have succeeded in defining the middle ground that exists between the highly trained professional and relatively untrained or semi-skilled worker. It is time that we find and define this middle ground in our profession."

In answer to the suggestion that some library aide training courses are merely watered down graduate library courses, she said that "in some instances they aren't even watered down: they may be pretty much duplicates." There are courses in all levels of library education which should be carefully reconsidered.

In response to the question of getting qualified faculty to teach in the library technical aide programs, she noted that exciting innovations, exciting people, exciting programs, and exciting challenges generally tend to characterize the climate in community colleges, and attract highly qualified personnel that are not rejects from the

baccalaureate colleges.

#### DISCUSSION GROUPS

##### Group I - Curriculum

Mrs. De Lois Allen initiated discussion by listing five areas of curriculum emphasis which were defined at the Baltimore Workshop. These areas are:

1. Introduction or orientation to libraries and library organization.
2. Reader services.
3. Technical procedures.
4. Practical work experience.
5. Instructional resources and equipment.

Considerable interest and a number of questions revolved around the practical experience that the library aide students receive. Mrs. Allen explained that the work experience should be varied to meet the need. Not all students should work in the same library or even the same kinds of libraries. They should work under the direction of a qualified librarian and there must be feedback from the librarian supervisors.

There was discussion concerning the need for definition of systems analysis and computer technology, another core area concerned with.

A question was raised concerning the number of library technical courses taught in most institutions. In most programs the average number taught six.

##### Group II - Publicity and Recruiting of Students

Discussion centered around the problems of disseminating information about the library technical aide programs to prospective students.

Some approaches to this problem are:

1. Talking to high school seniors as a part of the school's career day program.
2. Keeping high school librarians, guidance counselors

and library clubs informed about the program.

3. Talking with librarians from public and special libraries about the problem. Keep them informed, and actively involve them in advisory committee work. If they are convinced that the program has merit, they will be instrumental in promoting it.
4. Presenting the program to meetings of women's clubs.
5. Distributing brochures which briefly describe the program.
6. Producing graduates that are well-trained and competent will be the best publicity for the program.

#### Group III - Selling the Graduates, Placement and Status

Discussion in this group was centered on the wide diversity in both salary and status of the graduates from this program. There is a need for a concrete job definition which will help to clarify the paraprofessional position in terms of not only job responsibilities but also salary schedules and recognized status.

In some areas of the country, salaries are high, and graduates of the programs are in great demand. In other states, salaries are clerical level, and placement opportunities beyond the clerical level are almost non existant. Library operations, per se, are similiar through the country, the staffing needs are the same, but some of the professionals will not accept the qualifications of the paraprofessional. This effort to define the position of the library technician should contribute significantly to his future status in the library world.

#### BANQUET PRESENTATION

John Sherod's presentation at the banquet Friday evening was both enlightening and entertaining. He noted that the federal library community is aware of what a librarian technician is and how to define their responsibilities. Library technicians in the government libraries now number approximately 2000 and have been around for some years. He noted that they are competent employees and contribute quite significantly to the library operation in general.

They do not have to seek recognition and status as they already have it. Anyone who has not yet seen a real live

library technician should come to Washington and take a look.

#### The Tex-Tec Project

Following the banquet, John Martinson presented the background leading to the development of the Tex-Tec Project. He described the project which is responsible for developing Syllabi for the Library Technical Assistant programs to be offered in the Junior Colleges of Texas. This project is under the leadership of Dr. Louis Shores. Further information regarding the project can be obtained by contacting Dr. Shores.

## BUSINESS MEETING

Saturday, May 25, 1968

9:00 A.M.

**\*Note:** The official minutes of this meeting will be sent to all members of the Council on Library Technology. This is intended as only a brief summary of committee reports.

### Reports:

#### Constitution Committee-

The proposed constitution was formally presented.

Article II was amended by changing the word "technicians" to "technical assistants."

Article IV was amended to change the length of term officers from two years to one year.

The Constitution was adopted.

The By-Laws were read and adopted.

#### Nominations Committee-

The following persons were nominated and elected to office:

President Rhua Heckart

Vice-President Richard Powdrell

Secretary John Nicholson

Treasurer Mary Reading

#### Executive Board - Regional Representatives:

Western Region	Aline Wisdom	3 Year Term
Eastern Region	Dorothy Johnson	1 Year Term
Central Region	William Woods	2 Year Term
Canada	Marcella Thierren	2 Year Term

ROSTER OF THE PARTICIPANTS AT THE SECOND CONFERENCE OF THE COUNCIL ON LIBRARY TECHNOLOGY

Jean Adelman	Nathan Breed	John Fulchniti
Allegheny County College	West Virginia University	Niagra County Community College
Monroeville, Pennsylvania	West Virginia	Niagra Falls, N.Y.
Victoria Ahrensdorf	Eustale Burnett	Louise Giles
	New York Community College	Oakland Community College
	Brooklyn, New York	Farmington, Michigan
DeLois Allen	Rosalind Campbell	Suzanne Gill
Polk Junior College	Caldwell Technical Institute	University of Toledo
Winter Haven, Florida	Lenore, N. Carolina	Toledo, Ohio
Loren Allen	Barbara Denison	Emil Greenberg
Illinois Central College	Case Western Reserve Univ.	Borough of Manhattan
Peoria, Illinois	Cleveland, Ohio	New York
Patrick Barkey	Betty Dimitry	Noel Grego
University of Toledo	Oakland Community College	Wilson Campus
Toledo, Ohio	Farmington, Michigan	Chicago, Illinois
Marjory Bayley	Richard DuCote	Evelyn Gutowske
Westchester Library Assoc.	College of DuPage	Michigan Lutheran College
Cappaqua, New York	Glen Ellyn, Illinois	Detroit, Michigan
David Bender	Leland Dutton	Judith Harwood
Willoughby South High School	Miami University	
Willoughby, Ohio	Oxford, Ohio	
Dr. Eugene Bennett	Betty Duvall	Naomi Henderson
Middletown Campus	Florissant Valley Community Col.	Case Western Reserve University
Middletown, Ohio	St. Louis, Mo.	Cleveland, Ohio
Benton, Flora	Pierre Guilmette	
Oregon Schools	Elinor Ebeling	Rhua Heckart
Oregon, Ohio	Kalamazoo College	University of Toledo
Bernadette M.	Kalamazoo, Michigan	Toledo, Ohio
Alphonsus College	Philip Feldscher	
Woodcliff Lake, New Jersey	Michigan Lutheran College	
	Detroit, Michigan	

Marybeth Herx  
Wilbur Wright College  
Chicago, Illinois

Luz Manzano  
Puerto Rico Junior College  
Piedras, Puerto Rico

Mina Hoyer  
Miami University  
Middletown, Ohio

Duane Paulsen  
Sauk Valley College  
Lansing, Michigan

John Marshall  
University of Toronto  
Toronto, Canada

Ellen Person  
Lansing Community College  
Lansing, Michigan

Ruth Hyatt  
Connecticut  
John Martinson  
Community Service Corp.  
Washington, D.C.

Richard Powdrell  
State of New York  
Farmington, New York

Alexis Jamieson  
Senica College  
Ontario, Canada

Louise Rees  
Bowling Green University  
Bowling Green, Ohio

Dorothy Johnson  
Cuyahoga College  
Cleveland, Ohio

Albert Mate  
University of Windsor  
Windsor, Ontario, Canada

Jack Lockridge  
Eastern Iowa College

Mary Reading  
Marie Katzenbach School for the Deaf  
Trenton, N.J.

June Munro  
Provincial Library Service  
Toronto, Canada

Rodney Seaney  
Eastern Iowa Community College  
Muscatine, Iowa

Martin Krauss  
Sinclair College  
Dayton, Ohio

Eleanor Seminara  
Niagra Community College  
Niagra Falls, New York

Sol Lee  
University of Toledo  
Toledo, Ohio

Lottie Skidmore  
Joliet Junior College  
Joliet, Illinois

Frances Manning  
Case Western Reserve Univ.  
Cleveland, Ohio

Leonard Nadeau  
College de Jonquiere  
Jonquiere, Canada

John B. Nicholson, Jr.  
Catonsville Community College  
Baltimore, Maryland

Irene Sleeth  
State Library of Ohio  
Columbus, Ohio

Victor Whatton  
Applied Arts & Technology  
Ontario, Canada

Dr. Lester Asheim  
American Library Association  
Chicago, Illinois

Mary Taliani  
Highland Park College  
Highland Park, Michigan

Aline Wisdom  
Citrus College  
Azusa, California

Dr. Robert Booth  
Wayne State University  
Detroit, Michigan

Marcella Therrien  
Niagara College  
Niagra, New York

Dorothy Deininger  
Rutgers University  
New Brunswick, N.J.

Peter Thompson  
Lakeland Community College  
Painesville, Ohio

Dr. John Sherrod  
U.S. Dept. of Agriculture  
Washington, D.C.

Shirley Thurston  
Delaware Community College  
Drexelhill, Pennsylvania

Clifford Zenor  
Wisconsin Board of Vocational  
Madison, Wisconsin

Madeline Trimby  
Ferris State College  
Big Rapids, Michigan

Sister Andrene  
Alphonsus College  
Woodcliff Lake, N.J.

Barbara Wagner  
Tiffin University  
Tiffin, Ohio

Sister Marie Peter Elliot  
Marymount College  
Arlington, Virginia

Leo Wang  
St. Clair College  
Windsor, Ontario, Canada

Sister M. Dorothy Ficco  
Harriman College  
Harriman, N.Y.

Louise Weiss  
Mount Ida Junior College  
New Center, Massachusetts

Sr. M. Tiburtia Gorecki  
Immaculata College  
Hamburg, New York

Eugene Westphal  
Trinton College  
North Lake, Illinois

Sr. M. Chrysanthia Rudnik  
Felician College  
Chicago, Illinois

Sr. M. Eugenia Ziegler  
Harriman College  
Harriman, New York